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ABSTRACT

A study investigated both how teachers' effectiveness in the classroom reflected on their pupils' performance on the Certificate of Primary Education and whether teacher training programs prepared teachers for practical classroom demands. Responses were gathered from questionnaires and unstructured interviews with trained primary school teachers, head-teachers, and older (class seven) pupils in 20 Nairobi province schools (Kenya). Chapter 1 discusses the study background, purpose, and significance and provides a problem analysis and literature review. Chapter 2 is devoted to the methodology involved and study results are reported in a question-by-question analysis format in chapter 3. Chapter 4 supplies conclusions and recommendations. Particular recommendations included: (1) Students' teaching practice should be made longer than the present 12-weeks; (2) Schools should be well equipped with relevant textbooks for pupils and teachers; and (3) Schools should be provided with trained teachers for the most effective teaching. Study questionnaires and references are appended. (JMK)

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African Studies in Curriculum Development & Evaluation

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General Editors: Peter Sachsenmeier
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No. 40

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RODAH D. NJEREMANI:

AN EXAMINATION OF THE SUITABILITY OF PRIMARY TEACHERS' COLLEGE GRADUATES AS PRIMARY SCHOOL TEACHERS IN KENYA

1982

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AN EXAMINATION OF THE SUITABILITY OF PRIMARY TEACHERS' COLLEGE GRADUATES AS PRIMARY SCHOOL TEACHERS IN KENYA

BY
RODAH D. NJEREMANI (MRS) B.A. WITH EDUCATION OPTION UNIVERSITY OF NAIROBI MARCH 1974

SUBMITTED TO THE FACULTY OF EDUCATION OF THE UNIVERSITY OF NAIROBI IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE POST-GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT

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RODAH NJEREMANI

CHAPTER ONE

BACKGROUND TO THE STUDY

The Romans and Greeks of old had this saying, "As the teacher is, so is his disciple." This saying is loaded with meaning. It emphasizes the importance of the teacher's role. The pupil looks upon the teacher as his perfect example. The pupil emulates the teacher's deeds and wants to be like his teacher. The teacher directly and indirectly has an enormous influence upon the pupil he teaches. The teacher may not be aware that the pupil admires him, he may not even notice the symbol he is to the pupil. It is important therefore that the teacher's character should be the kind that is worth emulating by the growing child. Through the teacher great changes can be effected in any given Society. It is therefore no wonder that the Society expects certain standards of behaviour and output from the teacher. The teacher in the Society is the guardian of morals. The teacher fashions the youth of tomorrow by exposing them to productive skills.

The Gachathi Commission noted the importance of Primary Education in Kenya and said;

> "The present system of Primary education is infact a terminal form of education for the majority of Kenyan children who - -- will inevitably have to survive on means related to that level of education."[1]

Recognizing the importance of Primary education, the Government of Kenya has done much in order to make primary education meaningful.

The Government has undertaken to develop a Curriculum suitable for Primary School children in all geographical regions of Kenya. As from 1980 a new Curriculum for primary school(Primary Education Project) was launched for the Kenyan Schools. This Project has been carefully planned, developed and is in the process of implementation. The curriculum is meant to cater for the needs of the majority of youth who terminate their education at Primary level or at Secondary level, whilst bearing in mind the needs of those who continue to secondary cycle. The curriculum is developed at Kenya Institute of Education.

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[1]Committee on Educational Goals and Objectives 1976.

The Government spends over 30% of her educational Budget on primary education. To be more specific 43% of the National Budget of 1982/83 went to education out of which 37% was for Primary Education. This is done because primary education is the level of education available to all Kenyan children.

The Government has declared free primary education, from class one up to seven. This declaration has had a very big impact on primary education. As a result of the removal of fees, many children enrolled and infact the increase in enrolment has been very remarkable. The number of pupils who attend primary schools has very much increased. The effect of the introduction of Free Primary Education in 1974 on enrolments can be seen in Table 1. While enrolment in 1973 was 1.816.000, this rose to 2.734.000 in 1974. The increase of 918.000 was due to the introduction of Free Primary Education. The primary school enrolment has further been encouraged by the introduction of the School Milk Scheme.

The number of children who enrol each year for class one is increasing yearly(Table 2). This is due to the high birth rate in Kenya which is put at 3.8%. As more pupils enrol, the demand for teachers increases.

TABLE 1

PRIMARY SCHOOL ENROLMENTS 1971 - 1980

YEAR	TOTAL
1971	1,525,000
1972	1,676,000
1973	1,816,000
1974	2,734,000
1975	2,881,000
1976	2,894,617
1977	2,974,849
1978	2,994,991
1979	3,698,246
1980	3,930,991

Source: Ministry of Education Annual Report 1981

TABLE 2

ENROLMENT IN ST 1 1975 - 1981

YEAR	TOTAL
1975	666,158
1976	572,445
1977	602,734
1978	518,906
1979	627,994
1980	722,750
1981	849,277

Source: Ministry of Education Annual Report 1981

As the demand for primary education increases it has also become necessary to re-define the objectives of Primary Education. These objectives are derived from the National Goals of education. A Kenya Institute of Education document known as "Statement of Objectives," Primary Education Project has laid among others the following objectives for Primary Education;

" 1. Develop his self expression, self-discipline, self-reliance and utilization of the senses.

2. Be exposed to meaningful experiences which lead to enjoyable and successful learning and the desire to continue learning.

3. Grow towards maturity and self fulfilment as a useful and well adjusted member of Society."[2]

These objectives of primary education cannot be achieved without teachers. For example it is the teacher who guides the child, helping him to grow towards maturity and self-fulfilment so that the child can become a useful member of his Society.

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[2]Primary Education Project Statement of Objectives(KIE 1980)

This country recognizes the vital role played by Primary School teachers. Noting this importance of teachers, the National Committee on Educational Objectives and Policies had this to say;

> "The qualitative attributes of the teachers are of paramount importance in determining the quality of education on which the intellectual development of the child is based."[3]

It is also recognized that the quality of the teacher is a vital factor as far as the quality of Primary education is concerned. Good quality teachers should impart good quality of education and no educational system can stand above the quality of the teachers who work with the children. Consequently, in order to achieve the expected quality of primary education there has been a need to improve the quality of the teacher by eliminating the large numbers of untrained teachers and improving the Primary Teachers Training Programme. The Ministry of Education has given high priority to improving the teachers' qualifications even by up-grading primary school teachers. To date there are 73,491 trained primary school teachers. Even then, there is still a big demand for trained primary school teachers in the country for 40% of the teaching force consists of untrained teachers.

Much has been done in order to increase the quality of teacher education. The Primary Teachers Colleges have not only been expanded but also are better equipped by the Government and this effort continues. This should help to produce better teachers for the increasing number of primary schools in Kenya.

PROBLEM ANALYSIS

The need for qualitative Primary Education has been recognized. Efforts have been made to achieve the expected qualitative education. Inspite of these efforts some Districts in Kenya have what has been termed as "Sub-standard Certificate of Primary Education(CPE)* results." Such Districts include Isiolo, Mandera, Garissa, Turkana, Samburu. It is also reported in the C.P.E Newsletter 1980 that the standard of C.P.E. performance varied from District to District, and from school to school.

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[3] National Committee on Educational Objectives and Policies 1976.

*CPE is the abbreviation for Certificate of Primary Education, which is the terminal diploma for Primary Education Graduates.

The variation is also noticed between Urban schools and Rural schools. It is necessary that causes of these variations be examined. Why do some schools have what is referred to as sub-standard C.P.E Results?

This situation is causing public indignation and concern, particularly from parents of the children of those areas that perform badly. Most people have put the minor blame on the questionable quality of the teachers. They argue that the present Teachers Colleges are not as good as those of old and that the graduates from these colleges are not fully prepared for the task that faces them. Some studies are being undertaken to unravel the causes of poor performance. This study is a contribution towards this effort.

PURPOSE OF STUDY

In view of this the purpose of this study then is

1. To investigate the extent to which the primary school teachers share the blame concerning the poor performance of Certificate of Primary Education(C.P.E).

2. To find out if the Primary Teachers College Training Programme is serving the purpose for which it was intended.

3. On the basis of the findings to make suggestions and recommendations on how to improve the situation.

SIGNIFICANCE OF THE STUDY

The majority of Kenyan children can only count on Primary Education for this is the level of education available to all. For this reason Primary Education is very important in Kenya. The quality of Primary Education is of great concern to the Nation. Everything possible must be done to improve the quality of our Primary Education.

The quality of primary education can not be improved without improving the quality of the primary school teachers.

This Study is examining the suitability of the teachers as primary school teachers. This is very significant in that its findings will help to identify areas in which the primary school teachers are strong and those areas where they are weak. The study should also identify areas of strength and weakness of the primary teachers training Programme. It should attempt to find out the causes of this weakness. This having been done, this Study should assist Education Administrators to improve on the System.

LITERATURE REVIEW

Leading educationists have said much about the teacher and his role, as an educator. For example S.J. CURTIS and M.E.A BOULTWOOD, (London 1966). In their book entitled A Short History of Educational Ideas they have analysed some of the worlds leading educationists. They have noted Plato's philosophy and great ideas about education. Plato was a firm believer that environment is a very influential factor when it comes to learning. According to him, the teachers'role includes creating a suitable learning environment and let the child discover for himself. A child learns and becomes what he is depending on the way in which he reacts with the environment in which he is operating.

John Locke (1632 - 1704), believed that knowledge comes by experience. According to Lockes philosophy, a child learns through exposure to relevant experiences. Even today we say, experience is the best teacher. The teacher in his Methodology ought to remember that pupils need to be exposed to real life experiences and the lesson should be based on the child's own experiences.

While John Locke advocated teaching through experiences, Rousseau stressed the importance of training in observation and reasoning. He advocated child centred education rather than subject centred education. Rousseau brought a revolution in theories of education. Today the World over the Curriculum is child centred. This is what Rousseau said about the pupil:

> "Put the problems before him and let him solve them himself. Let him know nothing because you have told him, but let him know something because he has discovered it for himself. Let him not be taught Science, let him discover it. Teach by doing whenever you can and only fall back upon words when doing is out of the question."

This is one of the most effective methods of teaching.

Recognizing the important role of the teachers, Margret Grant (University of Birmingham 1971) in her Book called School Methods with Younger Children has this to say:

> "When parents send a child to school, they expect the teachers to educate him. What do we teachers mean by education? We mean our effort to train the child's whole being, helping his mind, body and personality to grow to the full."

Teachers need to realize how important their role is. They are responsible in helping the child to develop as well as possible mentally, physically, morally, socially and emotionally.

John Decey(Boston 1976) stresses the important role played by the teacher. In his Book New ways to Learn he says "The development of our intellect occurs in four distinct stages. The last one begins in adolescence. Inadequate development at any stage adversely affects all later stages."

This is a fact teachers ought to be aware of as they handle the growing children. If a teacher is not well versed in his methods of teaching he could cause mental ruin to a child. For this reason teachers need to be properly trained to handle all teaching and learning situations.

Albert Oliver (New York 1977) in his Book Curriculum Improvement stresses the role of the teacher in curriculum development. He says that "A teacher should not be used to rubber stamp plans already prepared; but rather he should be the source of those ideas and details in curriculum development."

Teachers should be involved in the planning and developing the curriculum at National and at the level at which they operate particularly. It is they who best understand the needs of the child since they associate with the child very closely.

Jeffrey M.U.C (London 1950) in his Book an inquiry to Aims of Education, he outlines the following as some of the important factors that produce qualitative education

1. personal qualities of the teacher
2. school administration and the supply of supportive resources
3. a sense of vocation on the part of the teacher.

This shows that qualitative education is not depending on the teacher alone. There are other factors that contribute to it, but certainly the teacher is one of these factors.

Prof. B.A. Ogot in his address to the 9th Annual Delegates Conference of K.N.U.T 1969 said:

> "We should ask not only how many teachers are needed but what kind of teachers schools need. The philosophy which says it is better to have a bad teacher than to have no teacher is one

which teachers as a Body of Professionals should not accept."

Prof. Ogot was stressing the need for quality and not quantity of teachers. This is in line with the saying that the quality of our primary education depends on the quality of our primary school teachers. We can not hope to improve the latter before improving the former.

The Government of Kenya is committed to improving the quality of the primary school teachers. Dr. G.M. Nguru Kenyatta University College in his article "Impact of free education since Presidential Decree" says this concerning the quality of primary school teachers:

> "Credentials of teachers both their pre-service educational attainment and the type of professional training given to them have been a major determinant of the quality of education provided to Kenya's Schools and the Ministry of education has accorded high priority to improving teachers qualifications."

It has been expressed that the Government of Kenya is doing much to improve the teacher's welfare, and morale. J.K. Mullei wrote an article in The Kenya Teacher 1968. His topic was "The Teachers Morale in the Teaching profession. He asked; "What do teachers want from a job?" He outlined among others the following:

1. Security and comfort
2. Pleasant working conditions
3. A sense of belonging
4. Fair treatment
5. A sense of progress
6. A feeling of importance
7. A sense of achievement
8. Maintaining self respect.

According to Mullei's article, the performance of the teachers is motivated by the above factors. Mullei argues that the teachers can not be expected to perform that well when they work under very uncomfortable conditions, very low salaries, poor housing conditions and lack of recognition. H.W.R. Hawes has written a book which he calls Planning The Primary School Curriculum in Developing Countries.(UNESCO)

This document looks at a teacher as a very important tool in Curriculum implementation and change. He goes on to express the fact that the primary school teachers work under a number of constraints

such as low salaries as compared to other people of the same educational standard employed elsewhere. These teachers have no allowances, no prospects for promotion and are faced with severe housing problems. Certainly these conditions are not the best if we expect the primary school teachers to be effective.

Concerning the teacher's training programme a Kenya Institute of Education document known as Report on number of subjects taken and intergration of subjects in Primary Teachers 1982 Colleges has this to say....

> "Kenya Institute of Education collected information on the number of subjects taught in Colleges and how they should be grouped. This task was undertaken on the frequent outcry and feeling from student-teachers and the public that the number of subjects taken in primary teachers Colleges was too many."

This document goes on to suggest possible solutions to the problem. The document suggests grouping of subjects into core subjects and optional subjects.

Looking at the Primary Teachers Training Programme another Kenya Institute of Education has published a document says... "Progressive Report on Analysis of Questionnaires Administered to Second Year Students in Primary Teachers Colleges". September 1978. It was reported in this document that too much time was spent on academic work to the general neglect of the professional aspects of the training. This calls for an examination of the training programme.

The findings of this research noted also that the greatest problem experienced by students during Teaching Practice was that of communication due to language problems. Somerset's,1980 Paper on Aptitude Tests, social-Economic Background and Secondary School selection deals with student performance in examination. In this research paper Somerset analysed C.P.E English Papers and Science parts of the General Paper from 1973 to 1976. He came up with the conclusion that there is a performance gap of 70% between the Nairobi High Cost Primary Schools and the Rural low cost schools in the English Paper. The Nairobi high cost primary schools perform better than the rural low cost schools.

Somerset suggested that the big performance advantage enjoyed by the Nairobi high cost pupils in the English Paper can be ascribed entirely to two sources:

Firstly their greater familiarity with the Language, and secondly the superior quality of teaching they receive.

In both papers, questions which test higher level intellectual skills such as ability to reason are particularly sensitive to the effects of teacher quality rather than reflecting on the innate capacity of the pupil.

Writing at different times and under differing settings these authors all point to the central role of the teacher as the main agent for effective learning. They ascribe to the teacher the all important place of the chief architect of good pupil performance. It is all these claims that we would like to test and investigate in this study which takes an empirical approach.

CHAPTER 2

METHODOLOGY

As a result of shortage of time and money, this study was limited only to one of the Provinces of the Country, Nairobi Province. The findings of this study will therefore not be taken to apply for the whole Country. It is assumed however, that the findings from Nairobi Province will show a general over view of the issue in the whole country.

TARGET POPULATION

The target population was drawn from trained primary school teachers, Head-teachers and class seven pupils.

The Head-teachers in their capacity as educators who also play a supervisory role were considered capable of giving reliable teachers appraisal. It is the Head-teachers who spend much time with the teachers who can also distinguish between an effective teacher and the one who is not very effective.

The trained primary school teachers formed a very important part of the target population. Indeed it is these teachers about whom and for whom this Study is undertaken. The teachers views were regarded as forming a very important part of this Project.

The pupils though very young were not overlooked because they are capable of assessing their teachers performance. The teachers are very important in a school system but if there were no pupils, the teachers would not be required. It is for the sake of the pupils that our Nation continues to struggle to produce more teachers and better teachers.

SAMPLING PROCEDURE

There are 138 Primary Schools within the Nairobi City Council Management referred to as "The City Council Schools." There are 3,484 trained teachers teaching in the above mentioned schools. Most of the City Council schools are Urban in nature. They are very well provided for in Terms of teaching staff and they also have modern buildings. In this respect and also by virtue of location, the City Council schools have a big advantage over the average Kenyan rural schools.

There are however a few schools under the Management of the City Council of Nairobi which are located on the outskirts of the City. These schools exist in a seemingly rural environment. They are very much like some of the rural schools in other parts of the country.

During the sampling care was taken in order to ensure that both the rural schools and urban schools were represented. The rural schools formed group "A" schools and for the purpose of this study will be referred to as group "A". The urban schools will be referred to as the "B" schools for the same purpose.

Out of the 138 schools, 20 schools were chosen. Fourteen of these schools were of the group "B" type while six were of group A type. The rationale for selecting 14 and 6 urban and rural schools respectively is because these numbers are a satisfactory proportional representation of the actual urban/rural distributionof schools.

For the purpose of this Study the sample schools were chosen as follows:

TABLE 3

SCHOOL	GROUP
Lavington	B
Arya	B
City Primary	B
Kileleshwa	B
Loreto Convent	B
Catholic Porochial	B
Moi Avenue	B
Mbagathi Road	B
Jogoo Road	B
Race Course	B
St. Anne	B
Uhuru Estate	B
Kilimani	B
Jamhuri	B
Riruta Satellite	A
Kawangware	A
Embakasi	A
Kahawa	A
Kasarani	A
Thika Road	A

The Nairobi City Council Schools fall under five divisions. For sampling purposes care was taken in order to represent all the divisions. The five divisions have been based on Geographical situation of the schools. According to the latest City Council Education Department Annual Report 1980 the Schools are as follows:

DIVISION	NUMBER OF SCHOOLS
Western	25
Central	29
Northern	23
Southern	20
Eastern	28
TOTAL =	125

Some thirteen(13) schools were opened later and were not included on the above list of the 1980 Annual Report. The 13 schools added to the above 125 schools brings the present total to 138 schools. Four schools were chosen out of every division and the choice put into consideration the existence of groups 'A' and 'B' schools. Ideally, the choice would have been two group A and two group B schools from every Division but because most of(about $\frac{3}{4}$) of the schools belong to group B schools, and some Divisions do not have any of the Group A schools some divisions were represented by only group B schools.

The total number of schools schosen was 20.

SCHOOL	DIVISION	GROUP	SCHOOL	DIVISION	GROUP
Lavingtone	WESTERN	B	Loreto Convent	CENTRAL	B
Arya		B	Catholic Porochial		B
City Primary		B	Moi Avenue		B
Kileleshwa		B	Mbagathi Road		B
Jogoo Rd	EASTERN	B	Kilimani	SOUTHERN	B
Embakasi		A	Riruta Satellite		A
St. Anne		B	Jamhuri		B
Uhuru Estate		B	Kawangware		A
Race Course	NORTHERN	B			
Kahawa		A			
Kasarani		A			
Thika Rd		A			

Teachers were chosen from every school sampled as it has been indicated earlier. Only the trained teachers were selected for answering the questionnaire. One category was that of the teachers who trained before 1975, a second category was that of the group who went through the present training Programme. The teachers were of different grades. There were S1, P1, P2 and P3 teachers.

The reason for choosing both young and older teachers(based on teaching experience) and different grades of teachers was to ensure a fair representation of the teachers. Four teachers were chosen from every sample school with the above factors in mind. Two of the teachers were male and the other two were female. Deliberate care was taken not to take teachers who graduated from the same College. This was to ensure a representation of as many colleges as possible. The total number of teachers who participated in the study was 80.

From the twenty schools chosen the Head-teacher participated. This brought the total number of the Head-teachers who took part to 20.

Class seven pupils took part. The pupils of this class were chosen for the reason that they have been in the school much longer than any other pupils and also they were the most mature members of school among the pupil population. In choosing the pupils 10 were taken from every school, and it was ensured that 5 were girls and 5 were boys. The pupils were chosen to represent all the class seven streams. Among the chosen pupils were those who rank top, average and bottom of their classes according to the Terminal Examinations. The total number of the pupils who participated was 200. Thus the total sample for the Study is as shown in Table 5.

TABLE 5

A SUMMARY OF SAMPLE

Head-Teachers	20
Teachers	80
Pupils	200
TOTAL =	300

RESEARCH INSTRUMENTS

Four types of instruments were employed to assist in the collection of data. They were as follows:

a) A questionnaire for the Primary School Head-Teachers
b) A questionnaire for Primary School Teachers
c) A questionnaire for class seven pupils
d) Unstructured interviews.

Instruments a, b and c are attached to this Paper as Appendices.

The Head-teachers' questionnaire consisted mainly of Multiple Choice items. This particular instrument contained 15 items. The aim of this instruments was to obtain information on teachers' effectiveness as follows:

i) Teachers effectiveness in the classroom and his involvement in the Extra-Curricular Activities.

ii) The suitability of the training imparted to the teachers as reflected through the teachers performance

iii) The questionnaire for the Primary School Teachers contained (17) seventeen items most of which were of the Multiple Choice type. Two of them were of the open ended type. The main reason of administering this instrument was to give the teachers a chance to express their views about the role they play as teachers. It was also to provide them an opportunity to evaluate the usefulness of the training they received and how this related to actual classroom situation. Some items sought specific information on what they considered the most outstanding differences of their training and to suggest how those short-comings could be erradicated during the training.

iv) A simple questionnaire was prepared for the class seven pupils. This questionnaire was of the Multiple Choice type and contained 14 items. The aim of this instrument was to obtain the following information about the teachers:

a) The effectiveness of the teacher in communication and lesson preparation

b) Pupil-teacher relationship.

v) Unstructured interviews were held by the Researcher with the teachers, and Head-teachers. The information obtained was recorded and later analysed.

ADMINISTRATION OF THE INSTRUMENTS

The questionnaires were taken to the sample schools by the researcher. The researcher administered the questionnaires to the Head-teachers, teachers and class seven pupils. The pupils filled the questionnaires under the supervision of the researcher. The questionnaires were all collected the same day.

CHAPTER 3

DATA ANALYSIS

TABLE 6

RESPONSE TO THE QUESTIONNAIRE

POPULATION	DISTRIBUTED	RECEIVED	PERCENTAGE
Head-teachers	20	14	70
Teachers	80	78	97.5
Pupils	200	179	89.5
TOTAL	300	271	90.3

In order to analyse the data, each item was examined carefully and the scores were distributed by tallying. The scores were carefully counted and converted into percentages using a hand calculator.

This Study tested two major variables:-

a) The effectiveness of the teacher in the classroom and how it reflects on the pupils' performance in the Certificate of Primary Education (C.P.E).

b) The training programme, does it really prepare the teacher for the practical classroom demands?

This Chapter will present analyses of the data collected on these issues.

HOW EFFECTIVELY DO TEACHERS COMMUNICATE?

Most communicate effectively	85%
Only a few communicate effectively	7%
Most do not communicate effectively	7%
No response	1%

This questionnaire was given to the Primary School Head-teachers, 85% of the Head-teachers were of the opinion that most teachers communicate effectively.

The pupils showed this response concerning the teachers ability to teach.

TABLE 7

TEACHERS ABILITY TO TEACH

VERY GOOD	GOOD	POOR
52.5%	36.3%	-

Out of the 88.8% of the pupils who responded to this question 52.5% were of the opinion that the teachers ability to teach was very good. It was noted that neither the Head-teachers nor the pupils considered the ability of the teachers to teach to be poor. Fifty-three percent of the pupils found their teachers lessons to be very insteresting and no pupil was of the opinion that the teachers lessons were dull.

TABLE 8

I FIND MY TEACHERS LESSONS IN ENGLISH AND MATHS TO BE

DULL	INTERESTING	VERY INTERESTING	NO OPINION
-	46.9%	53%	0.1%

The analysis of the teaching methods used by teachers shows that the teachers explore and make use of a variety of methods all of which one suitable for Primary School Teaching.

TABLE 9

USE OF TEACHING METHODS

METHOD	NEVER	VERY RARELY	VERY OFTEN	NO OPINION
Questioning	-	1.5	98.4	0.1
Discussion	1.5	6.00	89.3	3.2
Discovery	4.5	8	80.3	6.2
Role Playing	4.5	28	50	17.2
Project	4.5	36	33.3	26.2
Lecture	33.3	56	8	2.7

Some methods are more popular than others. Among the most popular methods used by the teachers were questioning, discussion and discovery. Ninety-eight point four percent of the teachers showed that questioning methods is very popular and there was no teacher (among those who responded) who does not ever use this questioning method; 89.3% of those teachers ranked discussion method second in popularity. Discovery method is number three popular method. It was indicated by the fact that it was 80.3% popular and only 1.5% of the teachers do not use it at all.

Among the less popular methods of teaching were role playing, project and lecture.

50%(Fifty percent) of the teachers indicated that they made use of role playing as a method of teaching very often. 28% of the teachers used this method only very rarely and 4.5% of the teachers never used this method at all.

It was found that only 33.3 of the teachers used project method very often. This being compared to 36% of the teachers who used it very rarely and 4.5 % of the teachers who never used it at all shows that it is a very unpopular method. Twenty-six point two percent of the teachers expressed no opinion concerning this method.

Lecture method was the most unpopular method and certainly not one of the best methods as far as Primary School methods are concerned. It is shown by 8.5% of the teachers who used it very often, 56% of the teachers used it very rarely and 33.5% of the teachers avoided the use of this method completely.

TABLE 10

TEACHER/ PUPIL REIATIONSHIP IN THE CLASSROOM

VERY GOOD	SATISFACTORY	POOR
46%	54%	-

From the pupils point of view, the teachers relate well to the pupils. Taking into account the large sizes of classes, 54% of the pupils indicated that the teacher pupil relationship is satisfactory. Forty-six percent of the pupils indicated that the teacher/pupil relationship is good while no pupil felt that this relationship is poor.

The teachers ability to give the pupils individual attention is good, see the Table below.

TABLE 11

TEACHERS ABILITY TO GIVE INDIVIDUAL ATTENTION TO THE PUPILS

VERY GOOD	26.8%
GOOD	52.5%
FAIR	20.7%
POOR	-

It was indicated by 52.5% of the pupils that the teachers ability to give individual attention to the pupils was good. 26.8% of the pupils said that it was very good while 20% said it was fair but no pupil regarded it to be poor.

The Head-teachers were of the same opinion as the pupils concerning the teacher/pupil relationship. , See this Table taken from the questionnaire administered to the Head-teachers.

TABLE 12

TEACHERS ABILITY TO GIVE INDIVIDUAL ATTENTION

VERY GOOD	GOOD	FAIR	POOR	NO OPINION
-	28.5%	42.8%	28.5%	0.2%

28.5% of the Head-teachers indicated that the teacher/pupil relationship is good while 42.8% indicated that this relationship was fair. Only 28.5% of the Head-teachers were of the opinion that the teacher/pupil relationship was poor.

This good relationship between the teachers and pupils was extended beyond the classroom. The Table below taken from the questionnaire administered to class seven pupils illustrates this opinion.

TABLE 13

TEACHER/PUPIL RELATIONSHIP OUTSIDE THE CLASSROOM

Never available	5%
Often available	5.6%
Sometimes available	24%
Usually available	60.9%
No Opinion	4.5%

60% of the pupils said that "Outside the classroom, the teachers are available." 24% of the pupils said that "outside the classroom, the teachers are sometimes available." 5.6% said that the teachers are never available, while 5.6% of these pupils said that outside the classroom, the teachers are often available. Four point five percent of the pupils did not express their views.

It was noted from the Head-teachers questionnaire concerning the the pupil/teacher relationship that a majority of the head-teachers from group B schools tended to regard the relationship as good, while those from group A schools tended to consider it as fair.

TABLE 14

USE OF TEACHING AIDS

What kind of teaching aids do teachers use?

Made from local material	85.7%
Imported	7%
No teaching aids are used	-
No opinion	4.3%

The majority of the teachers use teaching aids made from local material. This is shown by 85.7% of the head-teachers on the above table taken from the questionnaire for the head-teachers. There was no head-teacher who indicated that no teaching aids are used. Seven percent of the head-teachers indicated that the teaching aids used are imported.

4.3%(Four point three percent)of the head-teachers did not express their opinion.

According to the primary school teachers about whom this Study is, they responded to the use of teaching aids as indicated below.

Made from local material	96.9%
Imported	3.0%
No teaching aids are used	-
No opinion	0.1%

The pupils also had the following opinion about their teachers' use of teaching aids. Did your teachers use teaching aids?

Often	24.6
When necessary	70.9
They were not used	4.5

The availability of teaching aids in the Classroom

Very Good	17.3%
Just enough	67%
No opinion	11.8%

According to the pupils the teachers make use of teaching aids whenever necessary. This is indicated by 70.7% of the pupils. Twenty-four point six percent of the pupils indicated that the teachers used teaching aids often. A majority of those who said teaching aids are use often were from group B urban schools, while a majority of the 70.7% who indicated that they are used when necessary were from group A schools.

As far as the availability of teaching aids were concerned, 67% of the pupils showed that the classrooms are well equipped with teaching aids for they said that the teaching aids are "just enough".

17.3%(Seventeen point three percent)considered that availability of teaching aids in the classroom to be "very good." Only 3.9% of the pupils considered the situation to be poor. It was noted that the

Majority of the pupils who considered the situation to be poor were from group 'A' schools. - . . . 11.8% of the pupils showed no opinion concerning the availability of teaching aids in the classrooms.

Do teachers experience any problems as far as the preparation of teaching aids is concerned? The table below shows the degree of difficulty teachers encounter in preparing teaching aids for various lessons.

TABLE 15

SUBJECT	PERCENTAGE DIFFICULTY
Maths	13.6
Science	19.6
English	22.7
None at all	34.8
No opinion	9.3

34.8%(Thirty-four point eight percent) of the teachers expressed the opinion that they did not experience any difficulties as far as lesson preparation is concerned; 22.7% of the teachers experienced problems in preparing teaching aids for English. Nineteen point six percent had problems with science when it came to the making of teaching aids. The table shows that those who had problems with Maths were 13.6% and 9.3% of the teachers did not express their opinion.

Assignments and Marking of Pupils Work

Both pupils and teachers were asked how often the teachers give assignments and how often they mark pupils books. This is how they responded.

ASSIGNMENT GIVEN IN MATHS AND ENGLISH - THE RESPONSE FROM TEACHERS

Daily in a school week	38%
Once a week	4.5%
Two times a week	4.5%
Whenever necessary	53%

How often does the class teacher give home work in English and Maths?

Pupils' Response

Very Often	51.4%
When necessary	36.9%
Sometimes but not enough	5%
Never though necessary	--
No opinion	6.7%

As far as assignments are concerned, most teachers give them whenever necessary. This is supported by 53% of the teachers. The pupils responded by indicating that they are given assignments very often. This is supported by 51.4% of the pupils. Thirty-eight percent (38%) of the teachers gave assignments daily in a school week. The majority of these 38% were from group B schools. A majority of the 53% of the teachers who gave assignments whenever necessary were from group 'A' schools. Only 4.5% of the teachers gave assignments in Maths and English once a week and a similar percentage of teachers gave assignments two times a week.

Thirty-six point nine of the pupils showed that assignments were given when neccasary and no pupil said that assignments are not given at all; 6.7% of the pupils did not react to this item.

Time spent on Marking Work per week - Teachers Response

Less than 5 hours	5-10 hrs	Over 10 hrs
16.6%	43.9%	31.8%

A majority of the teachers spent enough time marking pupils' work. The total percentage of the teachers who spent between 5-10 hours a week and over 10 hours a week comes to 75.7% of the teachers. Although 75.7% of all the teachers spent over 10 hours weekly marking books, only 38.5% (percent) of those in A schools and 51.5 % of those in B schools spent that amount of time. Only 16.6% of the teachers spent less than 5 hours a week marking pupils work. Seven point seven percent of the teachers did not express their opinion on this matter. Seventy-eight point five percent of the Head-teachers were of the opinion that the teachers have no problem as far as lesson preparation is concerned; 14% of the head-teachers said that if teachers have any problems concerning lesson preparation, it is due to lack of books. Six point five percent of the head-teachers did not express their opinion.

According to the majority of the teachers themselves they have no problem in preparing lessons for any particular subject. This is shown on the table below.

The Difficult subject teachers find as far as lesson preparation is concerned - Teachers Response

TABLE 16

Maths	Science	English	None at all	No opinion
13.6%	19.6%	22.7%	34.8%	9.3%

Since the teachers invest a lot of time in lesson preparation the majority of pupils were of the opinion that the teachers covered enough work in Maths and English.

The Amount of Work Covered by the teacher in Maths and English - Pupils' Response

enough	too little	too much
86.6%	5.5%	7.9%

Lesson Planning

Time spent on lesson preparation by teachers per Week

Less than 5 hours	Two hours	5-10 hours	Over 10 hrs
18.6%	--	66.3%	15.1%

The majority of the teachers invest a reasonable amount of time in lesson preparation as shown above; 66.3% of the teachers spent 5 to 10 hours a week for lesson preparation only. This happened to be an equal amount of time which the majority of the teachers spent marking the pupils work. Only 18.6% of the teachers spent less than 5 hours per week preparing the lessons.

15.1%(Fifteen point one percent) of the teachers spent over 10 hours per week preparing lessons. This is rather on the upper side but it is good.

According to the head-teachers, the question of the teachers finding it difficult to prepare lessons does not arise. See the Table below.

Why do teachers find it difficult to prepare lessons?

A Response from head-teachers - TABLE 17

Lack of Books	14%
Too many books confuse teachers	-
None of these reasons (no problem)	78.5%
No Opinion	6.5%

86.6%(Eighty-six point six percent)of the pupils indicated that the teachers cover enough work in English and Mathematics. Five point five percent of the pupils indicated too little, while 7.9% of the pupils indicated too much.

Asked to rate the overall performance of their teachers, the pupils reacted as follows:

62%(Sixty-two percent)of the pupils indicated that their teachers are very good while 34.6% indicated that the teachers are just all right and 0.6% of the pupils rated their teachers as poor; 2.8% of the pupils did not express any opinion. See the Table below.

Overall Rating of the Teachers' Quality - Table 18

Very Good	Just Right	Poor	No Opinion
62%	34.6%	0.6%	2.8%

This view concerning the overall rating of the teachers quality was common between the 'A' schools and 'B' schools.

Other factors affecting the teachers performance

Motivation is one of the factors that very much affect the teachers performance. One way of motivating teachers is exposing them to in-service courses for their academic and professional up-grading.

Teachers Status

S1	P1	P2	P3	P4
1.5%	85%	13.5%	-	-

It was found that 85% of the teachers used in this Research were of P1 status and 13.5% of p2 status.

1.5% of the teachers were of S1 status. There was no P3 teacher or P4. Most of those teachers had attained their present status through private studies and attending some inservice courses.

Those who attended inservice Courses - 62.1%
Those who have not attended courses - 16.6%
No Opinion - 21.3%

This Study showed that 62.1% of the teachers had attended an in-service course of one nature or another since they left college.

This number formed a majority of the teachers considering that only 16.6% of the teachers had not attended any in-service course at all.

Courses attended by subjects Teachers' Response - Table 19

English	30%	Religious Education	25.7%
Kiswahili	10.6%	History	3%
Maths	53%	Geography	4.5%
Science	18%	Music	6%
Agriculture	6%	P.E.	12%
		Home Science	3%

The above table shows different subjects and the percentage of teachers who have attended courses in those subjects. Most teachers had attended courses in more than one subject.

Some subject areas have done very well in offering in-service courses to the teachers. Mathematics ranked top with 53% of teachers who have at least attended an in-service course in the subject. English has tried though not very much in giving in-service courses to the teachers. Thirty percent of the teachers had attended in-service courses in English. The rest of the other subjects have done very poorly as far as organizing inservice courses for the Primary School Teachers is concerned as shown above.

Up-Grading of teachers through Public Examinations

In order for the teachers to be up-graded they attend in-service course and sit for public examinations.

This study revealed that very few primary school teachers have sat public examinations. Indeed only 27.2% of the teachers had attempted at least a paper at 'A' levels or 'O' levels (Ordinary and Advanced levels). It was found that 65% of the teachers had not sat for any kind of public examination since they left College.

Comparing groups A and B as far as attempting public examinations is concerned, a majority of the 27.2% who have attempted public examinations were from group B, while a majority of the 65% who did not attempt any public examinations were from group A schools.

The 27.2% of the teachers who sat for Public Examinations tended to sit for Arts subjects like Geography, Divinity, Art Fine, Kiswahili, History, English. The Science subjects were not popular.

Extra-Curricular Activities (out -of -class activities)

Extra-curricular activities play a very important role as far as the child's informal learning is concerned. Teachers are expected to guide the pupils into useful extra-curricular activities. The Head-teachers were asked to comment on the teachers participation in extra-curricular activities and this was their response:

How often do teachers take part in Extra-Curricular Activities?

Very rarely	7%
Very often and willing	85%
Often not really [illegible] unwilling	7%

85%(Eighty-five percent) of the head-teachers said that the teachers take part in extra-curricular activites very often and willing.7%(Seven percent) participate very rarely and unwillingly. This reflects the seriousness with which most primary school teachers take extra-curricular activities.

This study was intended to find out among other factors if the delay in payment of teachers salaries affected the effectiveness of the teachers.

Is your Salary paid Regularly?

Very Regularly	92.4%
Hardly	-
Irregularly	7.5%

It was found that the teachers in these schools had no problem regarding the payment of their salaries. Ninety-two point four percent of the teachers had their salaries paid regularly. Only 7.5% of the teachers were paid irregularly. There was found no teacher whose salary is not paid. This kind of situation should contribute towards boosting the teachers' morale.

The Teacher and the School Community

The School Community at large is made up of the teachers, pupils, parents and subordinate members of staff. A good teacher will be concerned about his pupils not only in the classroom but beyond the classroom into the entire school Community. In order to be helpful to his pupils the teacher needs to understand the pupils' background and environment.

In order to achieve this the teacher needs to integrate well with every part of school community. The head-teachers made an assessment of the degree of integration among the teachers. The following was observed.

How would you rate new teachers in respect of their integration into your School Community?

Some very slowly	-
Some slowly	42.8%
Some rather rapidly	57.2%
Some do not integrate at all	--

According to 57.2% of the head-teachers, the teacher integrate rather rapidly. Forty-two point eight percent of the head-teachers said that, the teachers integrated in-to the school communities slowly. There was no head-teacher who said that teachers integrated very slowly nor was there any head-teacher who said that some teachers did not integrate at all.

Among other factors that seriously affect the effectiveness of teachers is frequent transfers of teachers. The head-teachers reacted on this factor. See the Table below.

How often are teachers Transferred?

Very rarely	Very often	Only when necessary
21%	7%	71.5%

It was found that most teachers were transferred only when necessary. This was indicated by 71.5% of the head-teachers who said that teachers were transferred only when necessary. Twenty-one percent of the head-teachers said that teachers were transferred very rarely. Only 7% of the head-teachers said that teachers were transferred very often.

The question of how frequent transfers affected the performance of Certificate of Primary Education did not arise because the teachers, most of them were transferred only when necessary. This was a response of the head-teachers. See the Table below.

How the frequent transfers of teachers affect C.PE Performance

TABLE 20

Very much	21%
Very little	64%
Not at all	7%
No opinion	7%

64%(Sixty-four percent)of the head-teachers considered that the frequent transfers of teachers had very little effect on the performance of C.P.E the reason being that they did not occur to that extent whereby they could affect the performance of the Certificate of Primary Education.

THE TRAINING PROGRAMME

The Primary teachers training Programme takes two years. The course is divided into three parts. The academic, the professional and the practical teaching. The latter is covered within twelve weeks and is spread over the two years.

The rest of the time is shared between the academic and professional aspects of training.

Commenting on the level of content during the training the teachers had this to say. See the Table below.

Level of Content during the Training - TABLE 25

Very Difficult	Appropriate	Easy	Difficult
28%	51.5%	7.5%	13%

Fifty-one point five percent of the teachers said that the content level during the Training was approriate. Twenty-eight percent of the teachers found it difficult and 7.5% of the teachers found it easy.

A comparison between the two groups of schools A and B showed that there was no remarkable difference in opinion. The majority of the teachers indicated that the level of the content during the training was appropriate.

The teachers were asked to choose the most beneficial aspect of the training. They chose between the academic, the professional, practical teaching or all of these aspects of training. Their response is recorded below.

Academic	Professional	Practical Teaching	All of them
6%	22%	22%	50%

50%(Fifty percent) of the teachers found that all the three aspects of training were beneficial to them in their present situation. Twenty-two percent of the teachers found that the

professional aspects of training were more beneficial than the academic and the practical teaching. Twenty-two percent of the teachers said that they had found the practical teaching as the most beneficial among the three aspects of training. Only 6% of the teachers singled out the acadeic aspect of training as the most beneficial aspects among the three aspects of training. It was clear that a majority of the teachers considered all the three aspects of training to be equally beneficial.

From the association of the head-teachers with the present graduates from the Primary Teachers Colleges, as far as the effectiveness of the teachers in the real class room situation is concerned, they had this to show:

Effectiveness of the teacher in the Real Classroom situation

TABLE 22

Lack of Resourcefulness	28.5%
Only partially resourceful	57%
Very resourceful	7%
No opinion	7.5%

The majority of the head-teachers 57% found the teachers only partially resourceful. Only 28.5% of the head-teachers indicated that the teachers lacking in resourcefulness; very few head-teachers 7%. said that the teachers were very resourceful and 7.5% of the teachers did not express their opinion.

The practical teaching as a part of the training for the teachers takes a duration of twelve weeks spread over the

two years of training. The head-teachers were asked to comment on time spent on the practical training.

Does 12 Weeks of Teaching Practice give enough teaching Experience?

Hardly any	-
Only partially	71%
Difficult to rate	21%
Very much so	7%

The opinion of the majority of the head-teachers 71% was that the 12 weeks of teaching practice do not give enough experience to the teachers, as a result they were not fully prepared. Only 7% of the head-teachers considered that the 12 weeks very much gives enough experience to the teachers. Twenty-one percent of the teachers found it difficult to rate.

Even if the head-teachers found a majority of the teachers only partially resourceful as far as the real classroom situation is concerned, and also that as far as practical teaching was concerned the teachers were not well prepared, they all agreed that the training of the teachers is very much necessary.

TABLE 23

Is the Training of Teachers Necessary? Head Teachers' Response.

Definitely	100%
Somewhat	-
Not at all	-

The Head-Teachers Recommendation on the Training Programme

This Study is examining above other factors, aspects of the training programme and how useful they are to a teacher as he performes his role as Primary School Teacher. All useful recommendations concerning the training of teachers was considered of great importance to this project.

Make Course longer	21%
Share equal time between theory and practical	28.5%
Make practical longer than theory	21%
Present System is just good	28.5%

Twenty-eight point five percent of the head-teachers recommended sharing equal time between theory and practical teaching. This will mean that Practical Teaching will last for longer than the 12 weeks given. Another 28.5% of the head-teachers recommended that the present system is just good therefore there should be no changes. Twenty-one percent of the head-teachers recommended that the practical teaching be made longer than the theory. Another 21% of the head-teachers recommended that the whole course be made longer than it is now in terms of time.

It was noted that the majority of group A head-teachers who were also of the opinion that they had not found their teachers particularly lacking in any of the three aspects of training; the professional, the academic and the practical teaching, recommended that the present system was alright. Group B head-teachers on the other hand tended to recommend that the whole course be made longer in terms of time.

It was a majority of this same group B head-teachers who had found the teachers lacking in the practical teaching aspects, no wonder they recommended making the course longer.

The performance of teachers and the effect this has on C.P.E

This study has a special interest in finding out the effectiveness of the teacher in relation to the performance of Certificate of Primary Education(C.P.E). Does the teacher share any blame for poor C.P.E performance and does he deserve to share the Glory for good C.P.E performance?

The reason for Pupils' poor performance in class Examinations

Pupils' Response - TABLE 24

Pupils dislike of the subject from previous classes	- 10%
Lack of encouragement from Teachers	- 3.4%
Lack of hard work	- 59.8%
Lack of competition from other pupils	- 26.3%

59.8%(Fifty-nine point eight percent)of the pupils a majority of whom were from group 'A' schools blamed themselves for their poor performance in previous classes they said it was due to lack of hard work on their part. Twenty-six point three percent of the pupils said that their poor performance in class examinations was due to the lack of competition from other pupils. Ten percent of the pupils had poor performance in their examinations as a result of a dislike of the subject from previous classes. Only 3.4% of the pupils blamed their poor performance in examinations on their teachers.

The Head-teachers were also asked to react on the question of what causes poor C.P.E Results.

Pupils dislike of the subject from previous classes	- 18.4%
Failure of teachers to encourage pupils	- 2.1%
Lack of co-operation from parents	- 21.9%
A combination of all these factors	- 48.7%

48.7% (Forty-eight point seven percent) of the head-teachers indicated that the poor performance of C.P.E was due to a combination of these factors; pupils dislike of the subject from previous classes, failure of teachers to encourage pupils, lack of cooperation from parents and lack of competition among pupils. Twenty-one point nine percent of the head-teachers attributed the poor performance of C.P.E to the lack of cooperation from parents. Eighteen point four percent said that it was due to the pupils' dislike of the subject from previous classes and only 9% of the head-teachers said that the poor performance of C.P.E was due to lack of competition among pupils.

CHAPTER 4

CONCLUSION

The effectiveness of the teacher in the Classroom a Comparison between groups A and B schools

As far as the effectiveness of the Primary schools teachers in the actual classroom situation is concerned they play a positive role. There was however a slight difference noticed between the two groups. The group B teachers were found to be playing a greater positive role as teachers than the group A teachers. For example while the teachers in group B gave homework to the pupils very often, the group A teachers gave homework whenever necessary(This has been shown in the analysis Chapter 3).

Pupils were also asked to make their judgement on how well their teachers prepared their lessons. Judging from the way their teachers taught, the majority of the pupils who said that the teachers prepare adequately were from group A schools but those who rated their teachers ability to prepare lessons as very good were from group B schools. Further more, the majority of the pupils who said that their teachers ability to give individual attention to the pupils was fair were from group A schools and those who said it was good; the majority were from group B schools. This shows clearly that while the teachers from both groups play a positive role as far as the role of the teacher is expected, the group B teachers slightly superceeded the group A teachers.

The head-teachers gave a similar judgement or expressed a similar attitude about the groups A and B teachers as did the pupils. A majority of the group A head-teachers said that the teachers used teaching aids whenever necessary but accofding to group B head-teachers, teaching aids were used very often. Since teaching aids are very essential in every lesson they ought to be used very often. The question of their necessity does not arise for they are always necessary.

Considering the question of the integration of the teachers into the school community, a majority of the group A teachers said that teachers integrated rather slowly. The group B head-teachers however, said that the teachers integrated into the School Community rather rapidly.

It has already been established that a majority of the teachers play a positive role as far as their performance and effectiveness is concerned, it has also been established that group B teachers perform even better than group A teachers.

It is also known that group B schools tend to have a higher mean score in C.P.E. than group A schools for example, below are a few of the A and B schools .

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1981 C.P.E. RESULTS SHOWING MEAN SCORES

GROUP A SCHOOLS		GROUP B SCHOOLS	
Kassarani	48.38%	Lavington	73.97%
Thika Road	46.83%	Arya	75.29%
Kahawa	60.09%	Catholic Porochial	69.90%
Embakasi	51.21%	Loreto Convent	72.82%
Kawangware	45.78%	Moi Avenue	62.19%
Riruta Satellite	55.98%	Jogoo Road	59.97%

It has already been established that the teacher is certainly one of the important factors that contribute to good or poor C.P.E performance. Since the teacher is one of the factors that influences Certificate of Primary Examination, he therefore shares the blame in the case of poor C.P.E performance and the Glory in the case of good C.P.E performance.

Since group B schools perform [illegible] A schools at C.P.E examination and group B [illegible] group A teachers as far as the positive [illegible] is concerned (and this has already been [illegible] fairly concluded that group B teachers [illegible] teachers than group A teachers. But this [illegible] true. There are other factors that [illegible] of group A teachers.

Some of the group B schools [illegible] historic background, they were better equipped [illegible] have libraries, some may have [illegible] modern buildings and adequate facilities for [illegible]. For example, most of the teachers who [illegible] problems with lesson preparation were from group B schools and the reason behind their problems was mainly lack of books.

It is true that one of the reasons for poor C.P.E performance is ineffective teachers, but in the case of this Study, poor C.P.E results does not mean poor or ineffective teachers. Those schools with lower mean scores in the 1981 C.P.E Examination are mainly among the poorly equipped schools.

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This Study has indicated that equipment has a big impact on performance in examinations. We may have good teachers in the primary schools but if we do not give these teachers the needed equipment, they cannot perform the miracles we expect as far as the performance of C.P.E is concerned. There is a strong co-relation between well equipped schools and good C.P.E examination results.

RECOMMENDATIONS

From this Study it is recommended that:

1) Concerning the Training Programme, teaching practice should be made longer than the present 12 weeks. The present time does not give student teachers enough time to gain valuable experience in Practical Teaching. This can be done by shortening the Theory part of the Training and use that time for Practical Teaching.

2) Schools should be well equipped with relevant text books both for pupils and teachers. If possible there should be a reference Library in every Primary School for Teachers.

3) For effective teaching, schools need to be provided with trained teachers.

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A P P E N D I C E S

A QUESTIONNAIRE FOR PRIMARY SCHOOL HEAD-TEACHERS

Answer all questions. Circle only one of the three/four letters(ABCD) to indicate your answers.

COMPLETE THE FOLLOWING

Name of school ..... Division .....

How long have you been a Head-teacher at this School..... years.

1. Do you believe that teachers must be trained to become good and effective teachers?

   A. definitely B. somewhat C. Not at all

2. Do teachers use teaching aids during classes?

   A. often B. When necessary C. Very rarely

   D. Not at all

3. Poor C.P.E results are caused by

   A. Pupils dislike to [illegible] previous classes

   B. Failure of teachers to [illegible]

   C. Lack of co-operation from [illegible]

   D. Lack of competition among [illegible]

4. Do teachers find it difficult to prepare their lessons because

   A. There are no books to use

   B. The books are too many and they confuse teachers

   C. None of these reasons

5. The teaching aids used by your teachers are generally

   A. Made from local materials B. Imported aids

   C. No teaching aids are used.

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6. How often do your teachers take part in Extra-Curricular Activities

A. very rarely B. very often and willing

C. often not and rather unwilling

7. How often are teachers transferred in your school

A. very rarely B. very often C. Only when necessary

8. Would you say that the frequent transfers of teachers contribute to poor performance of pupils in C.P.E Examinations?

A. very much B. very little C. Not at all

D. No opinion.

9. How would you rate new teachers in respect of their intergration into your School Community?

A. some very slowly B. some slowly

C. some rather rapidly D. Some do not intergrate atall

10. One of the goals of Teacher Education is to develop in the teacher the ability to communicate effectively. Do you consider that this goal is being achieved from your experience?

A. most communicate effectively

B. most do not communicate effectively.

C. Only a few can communicate effectively.

11. From your association with present graduates from Primary teachers colleges as far as the effectiveness of the teacher is concerned, what aspect of their performance would you consider inadequate?

A. academic content B. professional

C. teaching practice D. None of these.

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12 Generally during the training, the student teachers have 12 weeks of teaching practice spread over the two years of training. Do they gain enough teaching experience during these 12 weeks to make them effective teachers.

13 During the training the student teacher is only exposed to ideal situations. How does this influence the effectiveness of the new teacher in the actual classroom situations?

A. lack of resourcefulness B. Only partially resourceful

C. very resourceful

14 What reforms would you recommend in the present system of the teacher training to make the system effective?

A. make course longer

B. share equal time between theory and practical

C. make practical longer than theory.

D. present system is just good.

15 Taking into account the size of the classes, how would you rate the teachers' ability to give individual attention to all the children in the class?

A. very good

B. Good

C. Fair

D. Poor.

A QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

ANSWER ALL QUESTIONS IN PART A AND B

PART A

Name of School ..... Division .....
When were you trained 19 ..... College .....
Highest class attended before training .....
Highest Certificate obtained .....
Teacher's grade .....(P1, P2, P3)
For how many years have you taught .....

PART B

Where letters A B C D are used, circle only one letter to indicate your choice.

1. a) You covered thirteen(13) subjects during your training. Has this helped you in your teaching.

   b) Would you have preferred to specialize in a few subjects? Comment briefly

   .....
   .....

2. Was the level of content during the teaching

   A. very difficult B. difficult C. appropriate D. easy

3. How often do you use the following methods of teaching(put a tick√)

Method	Very rarely	very often	Not at all
Questioning			
Lecture			
Discovery			
Role playing			
Discussion			
Project			

4. What aspects of training did you find most beneficial in relation to your present teaching

   A. Academic B. Professional
   C. Practical Teaching D. All of them

5. Do you believe that teachers must be trained to become good and effective teachers?

   A. Definitely B. Somewhat C. Not at all

6. Is your salary paid regularly?

A. very regularly B. Irregularly C. Hardly paid

7. Have you attended any short courses since you left College? Tick(√) against appropriate subjects.

Course Subject	Tick here	Length of course	Date
English			
Kiswahili			
Mathematics			
Science			
Agriculture			
Religious Education			
History			
Geography			
Art			
Music			
P.E			

8. If you have attended in-service or refresher courses, did they help to improve your teaching efficiency:

A. They were extremely useful B. They were not useful

C. Only partially useful

9. In English, Arithmetic and Science, how often are out of class assignments given

A. Daily in the school week B. Two times weekly

C. Once a week D. Whenever necessary

10 How many hours do you spend each week in lesson preparation?

A. less than 5 hours weekly B. 5-10 hours weekly

C. over 10 hours weekly

11 How many hours do you spend each week marking written homework for your classes?

A. less than 5 hours B. 5-10 hours C. Over 10 hours

12 You find difficulties in preparing your lessons because:

A. There are no books to read materials from

B. The books are too many and they confuse me

C. None of these reasons.

13 The teaching aids used in your lessons are generally:

A. made from local material B. Imported aids

C. No teaching aids are used

14. Which of the following subjects do you have most difficulty in preparing teaching aids for:

A. Mathematics B. English C. Science D. None at all

15. I do not read any educational books and journals because
    A. None are in the school library
    B. I have no books in my house
    C. The books I have are too old
    D. I have no interest in further ,education.

16. Have you attempted any Public Examination since you left College? Yes/No

17. If yes subject or paper .....

    Grade obtained .....

A QUESTIONNAIRE FOR CLASS SEVEN PUPILS

Name of School .....

Urban/Rural .....

Date: .....

Answer ALL questions. Circle only one of the letters(A,B,C,D) to indicate your choice.

1. For how long have you been a pupil in this Primary School?
    a) less than two years
    b) 2 - 3 years
    c) 4 - 5 years
    d) over 5 years

2. The amount of work the teacher covers in one lesson in English and Arithmetic is
    a) enough
    b) too little
    c) too much

3. My overall performance in previous classes in English and Arithmetic was
    a) poor
    b) average
    c) very good

4. I find my teacher's lessons in Arithmetic and English to be .
    a) dull b) interesting c) very interesting d) No opinion.

5. I feel hat the teacher's ability to teach his lessons is
   a) very good
   b) good
   c) poor

6. How often does the class teacher give you homework?
   a) very often
   b) whenever necessary
   c) sometimes but not enough
   d) never though necessary.

7. From the way he teaches the lessons would you say that your teahher makes good preparation for lessons?
   a) very good
   b) adequate
   c) poor

8. Taking into account the number of pupils in class, the teacher's relations with the class is
   a) very good
   b) satisfactory
   c) poor

9. Outside the classroom my class teacher is
   a) never available
   b) often not available
   c) sometimes available
   d) usually available.

10 Was your poor performance in class examinations a result of:
   a) your dislike for the subjects from previous class
   b) failure of teachers to encourage you
   b) lack of hard work (d) lack of competition from other pupils.

11 My overall rating of the quality of the teacher as a teacher of this class is
   a) very good (b) adequate (c) poor

12 Did the class teacher ever use teaching aids or apparatus in his lessons?
   a) often (b) when necessary (c) were never used.

13 Does your class have enough teaching aids to make learning easier?
   a) very good (b) enough (c) poor

14 Taking account of the number of pupils in class, the teacher's ability to give individual attention to all class pupils is
   a) very good (b) good (c) fair (d) poor.

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